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A SURVEY AND ANALYSIS OF TEACHER CREDENTIALS
IN THE STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Dale Calvin Johnson
June 1966

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

The Broad Problem

The rapid changes in our society finds education facing more complex problems than in the previous history of education. One of the keys to the solving of a major problem in education today is developing better ways of selecting personnel, especially by obtaining more meaningful information about candidates for educational positions.

During a recent meeting of the Washington State Superintendents Association held in Spokane, high interest was expressed in finding better ways of attaining pertinent data concerning potential teachers. Research, unfortunately, has not yet developed an objective method of predicting the success of teachers in a given situation.

Recent events have made the problem of more concern to the superintendents and personnel directors. For example, the federal programs such as the National Defense Education Act and the National Science Foundation permit teachers to study in specialized areas, and the result has been a need for a more careful evaluation of the

background of all candidates for special teaching positions.

The Washington State Legislature in 1965 enacted legislation which carries numerous implications for hiring practices. For example, greater mobility of experienced certified personnel has been encouraged by allowing them to transfer benefits accrued from district to district. The recently approved Professional Negotiations Act also places a greater burden on superintendents and personnel directors in hiring certified personnel. Should a dismissal case develop, as a result of poor selection, the case will undoubtedly come under the scrutiny of the organization representing the certified employee.

The need for teachers is ever increasing, likewise the number of candidates graduating from teacher training institutions is on the rise. This results in the necessity of screening a larger number of candidates and increases the possibility of passing by good prospects.

Although the method of obtaining information varies from district to district, the subjective decision in hiring usually comes from one or more of the following sources: teacher's credentials, district application forms, personnel interview, and evaluations by persons knowing the candidates.

A More Limited Problem

Virtually all persons involved in hiring certified personnel turn to the teaching credentials as a major source of information. The format of the credentials will vary, depending upon which Placement Office furnished the information. An effort is needed to find the most useful types and methods of reporting to hiring districts.

Some assumptions must be made about the nature of credentials: (1) the instrument can and should aid in finding the best candidates for each school district vacancy, (2) the credential can and should assist school officials in screening out undesirable candidates, (3) the credential can and should be constructed so that it minimizes the possibility of an administrator overlooking a promising candidate and (4) the format can and should be so organized that the administrator can appraise the candidate in a minimum of time.

Purposes of The Study

Current credentials contain varying degrees of personal, academic, and professional information. This raised questions about the types and nature of material to be included. The major purposes of this study have been to: (1) ascertain the types of academic information which would be most useful to superintendents and personnel

directors in evaluating the academic background of candidates for teaching positions, (2) determine whether a conventional transcript should be included in the credentials, or whether courses taken and grades earned in professional educational subjects and major-minor fields of preparation would be more beneficial, (3) establish the types of personal information which would be most useful in screening candidates, such as age, sex, jobs held, hobbies, etc., (4) investigate whether a statement by the candidate should be included in the credential, and if so, should it include specific points, such as the candidate's philosophy of education or whether a general statement based on criteria chosen by the candidate would be more beneficial, (5) ascertain if there are types of personal and professional information which should be included in the experienced teacher's credentials which are currently omitted, (6) establish if the credentials of experienced teachers are kept current, in the opinion of superintendents and personnel directors, (7) establish whether evaluations should come from different sources for experienced teachers and beginning teachers, (8) establish whether evaluations should be written by instructors, supervisors, administrators or others for experienced teachers and beginning teachers, (9) whether an index system, separating each section of the teacher credential,

would aid superintendents and personnel directors in locating information they deem important, (10) whether a specific size of credential would be more convenient for reviewing and filing purposes, (11) ascertain if a section showing teaching level preferences, subject preferences, and extra curricular preferences of teaching candidates would be of benefit to hiring superintendents and personnel directors, and (12) establish if the credential should include a check list rating system for evaluation of teaching candidates to assist superintendents and personnel directors in selecting teachers.

Hypotheses for The Study

The following are hypotheses for this study:

1. School superintendents and personnel directors give greater importance to certain aspects and types of credential information.
2. School superintendents are concerned and would like certain changes in types and amount of information furnished in present teacher credentials.
3. School superintendents and personnel directors believe that credentials for experienced teachers are inadequate for the purpose of useful evaluation of personal and professional qualification.
4. A more meaningful teacher credential can be produced.

Method of Procedure

The procedures used in this study, relating to the

hypotheses as stated, were: (1) library research resultant in a summarization of what available research and authorities recognize to be meaningful information in teacher credentials; (2) a collection and analysis was made of current teacher credentials sent out by the placement offices of the colleges and universities in the state of Washington. This assisted in developing the questionnaire; (3) the questionnaire was sent out with the cooperation of the Placement Office at Central Washington State College, to a random sampling of fifty school superintendents and personnel directors, and was used to ascertain the types of information desired in the teacher credential; (4) library research and the questionnaire was summarized and studied to establish the degree of concern about changes in type and amount of information furnished in the teacher credential; (5) the questionnaire and library research was used in considering types of useful personal and professional information, pertaining to experienced teachers, which should be incorporated in the teacher credential and (6) all of the above sources of information were used in formulating a revised teacher credential.

Limitations of the Study

The research as it relates to this study, was confined to the following criteria: (1) available research

in the library and various professional libraries including books, encyclopedias, periodicals, journals, pamphlets, or letters which relate to opinions about teacher credentials, or any material which may substantiate or refute the hypotheses; (2) a collection and study of available credentials within the state of Washington; (3) the summary and recommendations as determined by this researcher was limited to a random sample of superintendents and personnel directors.

Some basic assumptions made by this researcher include that (1) school superintendents and personnel directors are logical persons, to which the questionnaire should be sent since they are directly involved in and responsible for the decisions regarding the hiring of specific persons; (2) school superintendents and personnel directors are best qualified to know the criteria which should be included in a teacher credential; and (3) the results of the questionnaire, along with current practices and pertinent literature, were useable in formulating recommendations about new teacher credential format or content.

II. DEFINITION OF TERMS USED

Terms used in this paper will be those found in the Dictionary of Education, by Carter Good,* with the exception

*Good, Carter V. Dictionary of Education. N.Y., McGraw Hill, 1959.

of the following:

Credentials

Credentials refer to the confidential file of papers sent or presented to employing school districts on behalf of teachers who are applicants for positions. The papers include the personal, educational and professional qualifications of the candidate.

Check-list Evaluation

The check-list evaluation includes a specific list of items, such as cooperation, poise, and leadership ability that the person evaluating a teaching candidate is asked to rate. Each item listed is followed by a number of rating choices such as good, fair, poor. The number of items to be rated and the number of rating choices vary, depending upon which placement office is asking for an evaluation of the teaching candidate. Those usually filling out the evaluations are administrators or some person in a supervisory capacity.

III. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II consists of a review of literature which discusses the importance of a meaningful credential, types of information desired, meaningful teacher characteristics, types of information now available, and the part

played by the credential in hiring certified personnel. Chapter III summarizes current credentials based on the collection of those used in teacher placement offices in the state of Washington. Chapter IV presents the result of the questionnaire sent to a random sample of fifty school superintendents and personnel directors in the state of Washington. Chapter V summarizes the study made by this researcher. The conclusion discusses whether the hypotheses are proven to be correct or in error, and an attempt is made to recommend necessary changes in the present credentials which could be used in the state of Washington.

CHAPTER II

REVIEW OF RELATED LITERATURE

The material included in this chapter is that which establishes the current status of various types of information about teacher placement and various criteria considered important in the employment of teachers. The research selected is divided into the following basic areas: (1) teacher placement practices; (2) factors affecting proper teacher selection; (3) teacher information desired by school districts; (4) factors in teacher effectiveness; and (5) future concepts of teacher roles.

The first portion of the review describes the current practices in employment of teachers. The second part notes some problems making careful teacher selection a contemporary issue. This is followed by a survey showing the types of teacher information desired by administrators. The next section covers the research reported regarding important characteristics of teachers. Finally, the chapter includes a possible concept of how various skills of teachers might be utilized which have implications for selection of teachers in the future.

I. TEACHER PLACEMENT PRACTICES

The History of Teacher Placement Services

Harris reviewed the history of placement departments in colleges and universities as being rather limited prior to 1920. In 1920, about 75 per cent of the teacher training institutions had initiated some form of placement service. By 1931, a total of 86 per cent of the training schools had developed a type of placement service information, and by 1950, virtually all had placement offices. Harris further notes there had been no basic change in placement practices since 1950 (13:933).

The types of information furnished hiring school districts by a placement office about teaching candidates is basically as follows: (1) general data sheets, (2) personal history, (3) academic record, (4) work experience, (5) confidential evaluations by employers, instructors, critic teachers and practice-teaching supervisors, and (6) test scores and autobiographical statements (13:933).

Reliability of Placement Information

Various authors show little confidence in certain types of information included in the teacher credentials.

Huggett and Stinnett note that administrators must rely more heavily on credential information. Formerly,

superintendents could visit placement offices, look over credentials, interview candidates, and then bargain with the teachers for their services. Today, the trend is to screen the candidates from credentials mailed by placement offices, then interview candidates and invite several to visit the prospective school to decide which teacher would best fit into the particular school system (15:33). This is not necessarily true in the state of Washington, as the interviews, in many cases, precedes the screening of candidates from credential information.

Siggelkow contends employers can rightfully complain that it is often impossible to distinguish one credential from another, as they read more alike than different. The negative and positive factors are not sufficiently spread to distinguish good and bad teachers. He further notes placement staffs no longer have the time to read between the lines and then help employers interpret the applicants' papers. "The point is neither should have to make such translations in the first place (21)."

Stiles and Barr state that administrators have been "plagued" for a long time with inadequate information in the employment of teachers but:

. . . until we can define teaching, more accurately than we usually do and ascertain the forerunners of success and efficiency with more expertness than we do now, much time, money, and energy is wasted" (23:154).

Elsbree and Reuther speak specifically of letters of recommendation, in the credential, as very low in predictive value. Although nearly all administrators turn to the letters in selecting teachers, they contain little specific information about the candidate. Most writers will emphasize the positive qualifications of the applicant and to this extent, the letter borders on a testimonial (8:75-6).

Van Zwoll believes a possible reason credentials are unreliable, other than the academic transcript, is because the writer of references is not sufficiently guaranteed that which he submits will be held in strict confidence (25:110).

Foss discusses a study of placement data by noting the sources of information and types of information for superior, satisfactory, and unsatisfactory teachers. The study was made of thirty industrial art teachers that were placed in the above three categories. The types and sources of information furnished about the teachers was then compared (10).

The study revealed that one-half of the recommendations for superior teachers came from school personnel or ministers, while only one-fifth came from this group for the less satisfactory. The superior only rated slightly

higher within the recommendations, however.

The teacher-child relationship in classes was mentioned five times as often in the student teaching report of the superior teachers as compared with the less satisfactory teacher. No mention was made in the latter's report of students liking them.

In statements written by the applicants, the superior teacher mentioned enjoying children and having a concern for society, much more often than the less satisfactory.

It was also found that superior teachers had a higher grade point average at the beginning of their college career, but the gap narrowed as graduation neared. The superior also had four times as many Master's degrees to their credit (10).

Sources of Information in Hiring Teachers

Although placement offices are a major source from which administrators attain information about prospective teachers, it is not the sole source. Eastmond reports a 1956 study, made by the National Education Association, in which forty per cent of the urban school districts in the United States were surveyed. The surveys revealed four sources turned to by school districts for information

regarding teachers. They were as follows:

1. Nearly all districts used the personal interview
2. Thirty-three per cent used classroom observation of pupil behavior
3. Various types of records were used:
 - a) ninety-two per cent used information from references
 - b) ninety-one per cent used formal application blanks that had been prepared by the hiring districts
 - c) seventy per cent used college transcripts
 - d) sixty-eight per cent used verification of previous experience
 - e) sixty-seven per cent required legal proof of certification
4. Two per cent required a written examination be taken by the prospective teachers (7:299-300).

The above survey would seem to indicate there is a high dependence on types of information that is furnished by placement offices.

Methods of Recruiting Teaching Applicants

In addition to placement offices, Moore and Walters found that administrators locate prospective teachers by six other methods: (1) direct application of candidates; (2) inquiries made at conventions and similar gatherings; (3) cooperative exchange of personnel information between school districts; (4) published announcements of positions to be filled; (5) direct recruitment on campuses; and (6) from lists prepared in county superintendents offices (17:198-9).

II. FACTORS AFFECTING PROPER TEACHER SELECTION

Shortage of Teachers

"The problem of supply and demand of teachers" is felt by Linder and Gunn to be one of increasing importance (16:103-4). They feel it is one of the most challenging problems to face educators in the next three or four decades.

Whitelaw states the shortage is more acute in some parts of the United States than others, especially on the elementary level. "The demand for teachers in most fields and at all levels is expected to increase beyond the supply (26:26)." It is imperative, according to Corbally, Jensen, and Staub, that careful consideration be given in the hiring of teachers to insure a minimum of teacher turnover (6:150).

Corbally, Jensen, and Staub point out there are other factors that influence the supply of teachers, such as competition with other industries for people that could become teachers. Salaries, in many cases, discourage students from joining the profession and the increasing enrollment of school age youngsters is growing more rapidly than is the supply of well-trained teachers (6:148).

Linder and Gunn recognize an additional factor, that of the current public attitude toward teachers and the

teaching profession. They feel the public does not give teaching the status needed in order to make it a sought-after profession (16:104).

Information Relating to Unsatisfactory Teachers

There are certain factors which have been found in teachers ranked as unsatisfactory which should be taken into consideration in making teacher selection.

Bartky notes a study made at Stanford University in which there were six causes found why teachers were ranked unsatisfactory: (1) eighty per cent were unable to maintain satisfactory control of the students in their classes; (2) fifty-six per cent were antagonistic toward the pupils; (3) fifty per cent showed a lack of tact; (4) forty-two per cent seemed to have no apparent interest in teaching; (5) forty per cent failed to do a good job of planning their classwork; and (6) thirty-eight per cent did not cooperate with fellow teachers or administrators (2:108).

A study specifically listing causes for dismissal was conducted by Erickson (9:51). He researched contested dismissals in the state of Washington through 1963 and found the following reasons for dismissal:

<u>Evidence</u>	<u>Number of Cases</u>
1. Incompetency	61
2. Other good and just causes	44
3. Unprofessional conduct	32
4. Insubordination	16
5. Immorality	15
6. Physical disability	13
7. Reduction in staff	13
8. Failure to be properly certified	12
9. Violation of rules and regulations	11
10. Unethical conduct	7
11. Neglect of duty	5
12. Abuse of academic freedom	3
13. Specific statutory grounds	1 (9:51)

Siggelkow contends weaker candidates should have the opportunity to be carefully placed and thus allow administrators a better chance to assist with the teachers' weaknesses. If weaknesses are not outlined in the credentials, the teacher may degenerate and necessitate their being dismissed. A well prepared evaluation, in the credentials, might allow the teacher to serve usefully under the guidance of the administration (21). Some method of calling these weaknesses to the attention of the candidate is necessary, thereby allowing the candidate the opportunity to correct his problems.

III. TEACHER INFORMATION DESIRED BY SCHOOL DISTRICTS

Questionnaire Study

Van Zwoll reported on a survey made by Harold N. Alderton at the University of Maryland in 1958. The study was compiled from a questionnaire sent to thirty-eight large school districts in various parts of the United States (25:103)

Educational information found helpful. The types of information about the education background of teachers which were found by Alderton to be the most helpful to administrators were:

1. State certificate
2. Type of certificate
3. Other certificates
4. Grade or position desired
5. Teaching experience
6. Training (for elementary--college, etc.)
7. List of credits
8. Can you (do art--music, etc.)
9. Hobbies--talents
10. References
11. College graduated from
12. Honors
13. Practice teaching
14. Continued study
15. Professional and fraternal organizations
16. Curriculum studied (25:105)

Personal information desired. The administrators most often indicated the following types of personal information desired of applicants:

1. Name, address, telephone (present and permanent)
2. Birth date, current age, place of birth
3. Citizen of the United States
4. Marital status--date married
5. Children--ages
6. Date of application
7. Physical condition--health--defects
8. Height and weight
9. Sex
10. Race
11. Photograph (25:104)

Experience information desired. The following types of experience information were indicated by the administrators as being most useful:

1. Work other than teaching
2. Military--armed forces
3. All experience
4. Present teaching position
5. Remarks
6. Salary now
7. Salary desired
8. Type of job desired (25:106)

Teacher information ranked highest by administrators. Alderton found twenty-five of the thirty-eight school districts surveyed ranked the following types of information

as important in making decisions about candidates:

1. Personality
2. Appearance
3. Special talents
4. Age
5. Sex
6. Experience
7. Scholastic record (high)
8. Interest in people, children
9. Desire for knowledge
10. Regard for teaching as a career (25:106)

Administrators' basis of selecting teachers. The ten factors most often reported as a basis from which administrators made decisions in selecting teachers were:

1. Application blanks
2. Personal interview
3. References
4. Minimum four years of college
5. Proof of educational training
6. State certificate
7. Birth certificate--United States Citizen
8. Transcript
9. Age limits
10. Eligibility (25:106)

It should be noted that item number eight "transcript" is considered important by superintendents in the state of Washington. Dr. Rolland Upton, Superintendent of Schools at Olympia, Washington wrote a letter to placement

directors of colleges and universities in the state of Washington as President of the Washington School Superintendents Association, on December 28, 1959. He stated:

As President of the Washington School Superintendent Association, I have been requested by our Executive Committee to write to placement directors of each of the institutions of higher learning in our state and ask if it would be possible for transcripts of courses taken and grades earned to be included in the confidential file of papers sent to employing school districts on behalf of teachers who are applicants for positions.

It is the feeling of our association that the information contained in these transcripts is extremely important to the employing district and that it should be available to the superintendents of the district or the personnel officer making the recommendations to the board at the time the applicant is being considered (24).

IV. FACTORS IN TEACHER EFFECTIVENESS

The Current Status of Teacher Evaluation

The characteristics which are essential in effective teaching have not been isolated, according to Otto and Sanders. They state this makes it very difficult for employers to be sure the proper personnel are being selected. Further discouragement is caused because no valid and reliable instrument to gather information on what is considered desirable in teachers has been developed. Even so, this does not eliminate the fact that the job of developing the best faculty possible must be pursued (18:254).

The Review of Education Research, in October, 1963, states:

The major problem reported in connection with evaluation was the lack of known criterion measures having valid relationships to teacher effectiveness in producing desired changes in pupils. Moreover, many studies on teacher evaluation were reported during the period covered by this review (19:385-6).

Barr made a summary of more than seventy-five studies which dealt with teacher effectiveness and concluded the problem of finding a method of measurement had not been overcome (19:385-6).

Ryans, in 1960, was able to isolate several factors in teacher behavior. The study was conducted by "direct observation and assessment of teacher classroom behavior" (20:382). There were some patterns of teacher behavior which were found to be interdependent as a result of statistical analysis of measureable data. The study separated elementary and secondary school teachers which were submitted to factor analysis and three patterns were found noteworthy: (1) warm, understanding, friendly, as opposed to aloof, egocentric, restricted teacher behavior; (2) responsible, businesslike, systematic, as opposed to evading, unplanned, shipshod teacher behavior; and (3) stimulating, imaginative, surgent, as opposed to dull, routine teacher behavior (20:382).

Ryans reports other analysis of teacher behavior in recent months has appeared in the literature which substantiates the above findings (20:382). The problem here is that the analysis must be made by trained observers. Ryans indicates even though the above factors can be isolated, the effectiveness and value of these behavior factors have not been established (20:416).

Personal Traits of Teachers

Gould and Yoakam contend certain personal factors are vital in effective teaching. Regardless of the amount of knowledge in specific subject areas or the professional methods employed in the classroom, learning will be limited unless a proper relationship can be established with the students (12:40). There are seven personal factors which have an affect on the atmosphere created in the classroom. The first is the physical health of the teacher, second is the faith expressed in democracy, third the ability to adjust socially and emotionally, fourth noticeable personal habits, fifth the degree of interest in children, sixth competence intellectually, and seventh the teacher's moral and ethical standards (12:41-3).

Another personal factor is brought out by Beggs, the ability to extemporize in the classroom. This factor, he says, is a result of modern teacher education and

stands out above all other talents of the current teacher.

It, in reality, is:

. . . the art of adlibitum, or adlibbing as it has come to be known. It denotes the ability to conduct a process with which one is most familiar, but which is never quite the same from one performance to another. It is a combination of word fluency and sharp intellectual response, always within a familiar setting and with familiar material, but where the performance departs from the script with impurity or extemporizes as he goes along (3:105).

Personality Factors in Teaching

Zimiles finds interesting but inconclusive results brought out by the Bank Street Study. The study described teaching performance based on five personality categories (27):

1. Relatedness to children
2. Adult authority role
3. Teaching power
4. Psychological understanding
5. Personal-professional equilibrium

At this point there has not been a personality test developed which will show a high correlation between each item to be measured and performance as a teacher. Until such time as an effective testing instrument can be developed, a more subjective administrative evaluation must be used (27).

V. FUTURE CONCEPT OF THE TEACHING ROLE

Utilizing Specific Skills

Trump and Baynham feel a greater effort must be made to utilize specific skills of teachers by assigning them to different tasks. All teachers should not be expected to fit in the same mold, as each is an individual personality.

Some teachers are strict disciplinarians, others produce good results with more leeway. Some teachers are physically strong and can work long hours, others make a valuable contribution to teaching, can work only a shorter time (23:47).

Job specifications will need to be more specific than is currently practiced. Rather than using teachers to perform clerical duties, there is need to hire clerks for this purpose and free teachers for teaching. "The selection of school personnel will be more discrete, governed by precise, research based procedures" (23:49).

Corbally, Jensen, and Staub find the Trump proposal of future teaching staffs of interest. Trump recommends a staff that would include the following six types of personnel: (1) professional teachers which would include teaching specialists and general teachers; (2) instructional assistants; (3) clerks; (4) general aids; (5) community consultants; and (6) staff specialists (6:146).

It is evident to this researcher that the following conclusions could be drawn from the literature in this chapter:

1. There is need for a more meaningful teacher credential.
2. Little confidence is shown in much of the information presented in teacher credentials, especially the letters of recommendation.
3. The most reliable source of information seems to be the college record of the applicant.
4. Careful teacher selection will continue to be very important because of lack of an abundance of well qualified teaching personnel.
5. School administration finds certain types of information about applicants more useful than others.
6. As yet there is no objective criteria upon which to base teacher selection.
7. A greater emphasis in the future may be given to the placement of teachers based upon their individual abilities.

CHAPTER III

CURRENT TEACHER CREDENTIAL INFORMATION

For purposes of this study, a sample of a teacher credential was requested from each teacher placement office of colleges and universities in the state of Washington. There are fifteen colleges and universities in the state of Washington, and the return was 100 per cent. The information from each credential was compiled in the following categories to ascertain the types of information currently being included in the teacher credentials in the state of Washington: (1) credential jacket or cover information; (2) personal information in the credential; (3) educational information; (4) position desired by applicant; (5) experience information, other than teaching; (6) previous teaching experience information; (7) beginning teacher information; (8) check-list evaluation for beginning teachers; and (9) check-list evaluation for experienced teachers. The number of times a specific item appears is placed in rank-order in the tables that follow.

I. CREDENTIAL JACKET OR COVER INFORMATION

The jacket or cover information in present teacher credentials is summarized without the benefit of a table.

Ten of the fifteen current credentials are printed on paper size $8\frac{1}{2}$ x 7". More uniformity might be desirable as the five other credentials vary in size $8\frac{1}{2}$ x 11" to $7\frac{1}{2}$ x 6".

Most covers contain the name of the applicant, a statement saying that the credentials are confidential, a desire for the credential to be returned or destroyed, and the return address of the placement office. One placement office used an exposed index system to make it easier to locate the different types of information. Another institution desired the salary and position of the teacher if hired, while still another placement office indicated on the cover the person requesting the credential be sent to the superintendent or personnel director.

The most notable difference in the jacket or cover information of the various teacher credentials were the varying sizes and the general appearance.

II. PERSONAL INFORMATION IN THE CURRENT CREDENTIAL

Table I, located on page 30, depicts the personal information found in the credentials of teacher candidates in fifteen placement offices in the state of Washington.

TABLE I
PERSONAL INFORMATION FOUND IN THE CREDENTIALS OF
TEACHER CANDIDATES IN FIFTEEN PLACEMENT
OFFICES IN THE STATE OF WASHINGTON

Item	Frequency*
Name	15
Marital status	15
Height and Weight	14
Present address and phone	13
Health	12
Current date (of credential)	11
Permanent address and phone	11
Date of birth	10
Number of children	9
Physical disability or limitations	7
Citizenship	6
Current age	6
Military status	6
Place of birth	5
Age of children	3
Sex	2
Race	2

*Listed in rank order.

There is a high correlation between the personal information in Table I and the 1958 survey made by Alderton of administrators in large schools in various parts of the United States. The only differences between the two surveys finds six placement offices listing the military status, which was omitted from the Alderton study. Conversely, current credentials fail to include a photograph considered desirable by the Alderton study, although it should be noted that state law in Washington forbids the use of photographs in teacher credentials (25:104).

III. EDUCATIONAL INFORMATION

Table II, located on page 32, shows the educational information found in the credentials of teacher candidates in fifteen placement offices in the state of Washington.

Currently, placement offices in the state of Washington show an interest in high school information being included in the credential, as can be noted in Table II. The Alderton study places no emphasis on the high school background of teachers (25:105).

Current credentials place more value on the academic record than did the Alderton survey. The Alderton survey shows a larger interest in the non-academic background of teachers (25:105).

TABLE II
EDUCATIONAL INFORMATION FOUND IN THE CREDENTIALS
OF TEACHER CANDIDATES IN FIFTEEN PLACEMENT
OFFICES IN THE STATE OF WASHINGTON

Item	Frequency*
HIGH SCHOOL	
High school attended	13
Date graduated	10
Units by subject area	6
Location of high school	5
Extra-curricular activities	4
COLLEGE OR UNIVERSITY	
Colleges or Universities attended	14
Degrees	14
Dates of degrees	13
Major field	13
Extra-curricular activities	13
Teaching certificate held	12
Minor fields	10
Honors	10
Summary of credit hours in subject field . . .	9
Major field total credits	5
Teaching-major and minor-title of courses-credits grades	5
Date expecting teaching certificate	4
Dates attended school	4
Special training - coaching, library, etc. . .	4

*Listed in rank order.

IV. POSITION DESIRED BY APPLICANT

Table III lists the position desired by applicant information as found in the credentials of teacher candidates in fifteen placement offices in the state of Washington. It is apparent in Table III that most of the information about the position desired by the applicant is handled between the applicant and the placement office, rather than including the information in the credential. Should an employer or a prospective employer have any questions about an applicant's desires, this is apparently handled directly with the applicant.

TABLE III

POSITION DESIRED BY APPLICANT INFORMATION FOUND
IN THE CREDENTIALS OF TEACHER CANDIDATES
IN FIFTEEN PLACEMENT OFFICES IN THE
STATE OF WASHINGTON

Item	Frequency*
Teaching level preference, subject, grade . .	11
Other subjects and activities can teach . .	6
Does husband or wife desire employment . . .	1
Lowest salary will accept	1

*Listed in rank order.

V. EXPERIENCE INFORMATION OTHER THAN TEACHING

The experience information in Table IV is broken down into greater detail than found in the Alderton report, which blocks all items other than military experience under the term All Experiences (25:106). The amount of importance given to the various items in Table IV is established by the results of the survey reported in Chapter IV.

TABLE IV
EXPERIENCE INFORMATION OTHER THAN TEACHING FOUND
IN THE CREDENTIALS OF TEACHER CANDIDATES
IN FIFTEEN PLACEMENT OFFICES IN THE
STATE OF WASHINGTON

Item	Frequency *
College experiences-offices and clubs	9
Work experience	8
Professional activities	6
Military experience	5
Travel	4
Musical instruments played	3
Hobbies	1

*Listed in rank order.

VI. PREVIOUS TEACHING EXPERIENCE INFORMATION

Table V, located on page 36, displays the previous teaching experience information found in the credentials of teacher candidates in fifteen placement offices in the state of Washington.

The new law permitting greater mobility of teachers in the state of Washington without loss of previous experience will probably make the information given in Table V of more importance in the future.

Elsbree and Reuther found little value in the letters of recommendation such as those found in Table V. They contended that such recommendations do not distinguish sufficiently between different candidates (8:75-6). Data in Table V also indicates a heavier reliance is placed on letters of recommendation for experienced teachers.

TABLE V

PREVIOUS TEACHING EXPERIENCE INFORMATION FOUND
IN THE CREDENTIALS OF TEACHER CANDIDATES
IN FIFTEEN PLACEMENT OFFICES IN THE
STATE OF WASHINGTON

Item	Frequency*
Name and location of school of previous experience	14
Kind of position held	14
Dates of specific experience	13
Sources of recommendations or evaluation not given	11
Subjects taught	10
Letters of recommendation included	10
Recommendations stated from principal - superintendent - supervisor	4
Check-list evaluation form provided - space for comments	3
Not experience information listed	1
Previous salary	1

*Listed in rank order.

VII. BEGINNING TEACHER INFORMATION

Table VI lists the types of current information that placement offices are requesting of beginning teachers. Chapter IV indicates the response of superintendents and personnel directors to the importance of various items in Table VI. Table VI is located on page 38.

TABLE VI

BEGINNING TEACHER INFORMATION FOUND IN THE CREDENTIALS
OF TEACHER CANDIDATES IN FIFTEEN PLACEMENT
OFFICES IN THE STATE OF WASHINGTON

Item	Frequency*
Where and when did student teaching	12
Evaluation by supervising teacher	9
Check-list evaluation form used for student teachers	8
Grade level of student teaching	8
Evaluation by college instructors	7
Evaluation by college supervisor	7
Credentials showing no check-list method of evaluation	7
Credentials not specifying source of recommendations	5
Evaluation by principal where student taught . . .	4
Character reference by persons not in profession .	2
Information on September experience given	2
Number of student teaching credits	2
Teacher candidate page for philosophy, etc.	2

*Listed in rank order.

VIII. CHECK-LIST EVALUATION FOR BEGINNING TEACHERS

Eight of the fifteen institutions have developed some form of check-list to evaluate the student teaching of beginning teachers. Five of the eight schools allow a choice of five different responses to each item in the check-list. The other three each had different number of responses, the lowest two, and the highest, ten. Items are not included in Table VII, located on page 40, which were not found in at least two credentials.

Each item contained in Table VII requires a subjective response for, as noted earlier, research has failed to find an effective method of measuring teacher effectiveness (19:385-6).

TABLE VII

CHECK-LIST EVALUATION FOR BEGINNING TEACHERS
 INFORMATION FOUND IN THE CREDENTIALS OF
 TEACHER CANDIDATES IN FIFTEEN PLACE-
 MENT OFFICES IN THE STATE OF
 WASHINGTON

Item	Frequency*
Appearance	8
Initiative	7
Attitude toward pupils	7
Dependability	7
Voice	6
Lesson planning	6
Individual differences	6
Language	5
Control of unexpected situations	5
Classroom organization	5
Promise of growth	4
Emotional maturity	4
Health	4
Cooperation	4
Reaction to suggestions	4
Knowledge of subject matter	4
Use of instructional materials	4
Varied learning situations	4
Pupil reaction	3
Poise	3
Leadership	3
Reasonable standards of evaluation	3
Rating as a teacher	2
General educational background	2
Enthusiasm for teaching and pupils	2

*Listed in rank order.

IX. CHECK-LIST EVALUATION FOR EXPERIENCED TEACHERS

There were only three institutions using a check-list for evaluating experienced teachers, a number of items which appeared only in one credential have been included which seemed pertinent for experienced teachers.

Most of the items that have appeared in the Tables in this chapter were included in the questionnaire (See Appendix C) sent to the random sampling of superintendents and personnel directors to establish the relative importance of desired information. Table VIII, located on page 42, depicts the check-list evaluation for experienced teachers.

TABLE VIII

CHECK-LIST EVALUATION FOR EXPERIENCED TEACHERS INFORMATION
FOUND IN THE CREDENTIALS OF TEACHER CANDIDATES
IN FIFTEEN PLACEMENT OFFICES IN THE STATE
OF WASHINGTON

Item	Frequency*
General appearance	3
Health	3
Initiative	3
Participates effectively in community affairs . . .	3
Judgement	2
Poise	2
Cooperation	2
Dependability	2
Friendliness	1
Adapts to new situations	1
Enthusiasm for assigned tasks	1
Uses good teaching methods	1
Adequate subject-matter background	1
Participates effectively in professional activities	1
Influences attitudes and behavior of students favorably	1
Competent in directing extra-curricular activities.	1
Teaching skill	1
Teacher growth - development of skills in management and teaching	1

*Listed in rank order.

CHAPTER IV
CREDENTIAL INFORMATION FOUND ESSENTIAL
BY SUPERINTENDENTS AND PERSONNEL
DIRECTORS

For purposes of determining credential information found essential by superintendents and personnel directors, a questionnaire was constructed utilizing the information from the literature and from current teacher credentials used in the state of Washington. The questionnaire results are reported in this chapter by indicating the number of essential responses to each item. Each section of the questionnaire is reported in tables placing the results in rank order and additional comments made by the respondents are included where appropriate.

The questionnaire was sent to a random sample of fifty superintendents and personnel directors in the state of Washington with thirty-nine or 78 per cent returning the questionnaire. It should be noted that there are a varying number of responses to different items, a result of some administrators not responding to all questions.

During the remainder of this chapter, superintendents and personnel directors will be referred to as administrators.

I. GENERAL CREDENTIAL INFORMATION

Thirty-six of the administrators felt that the teacher credentials in the state of Washington could be improved with only one indicating no improvement was needed. Two administrators suggested all teacher credentials should be standardized and another noted that some placement offices needed better reproduction of the credentials.

There was not a marked difference in response to the size of the credentials. Eighteen indicated the credentials should be printed on 8½ x 11" paper, whereas fifteen chose 8½ x 7" paper.

The vast majority (thirty-four) felt that an exposed index-system for each section of the credential would be beneficial. Sixteen contended teacher credentials of experienced teachers are not properly kept up to date, thirteen administrators felt they were adequately current, while ten administrators responded neither "YES" nor "NO." One administrator did comment that updating of credentials should be automatic.

II. PERSONAL INFORMATION

Table IX, located on page 46, lists personal information from questionnaire return of thirty-nine superintendents

and personnel directors in the state of Washington.

There is a similarity between most personal items currently included in the credential, Table I, and those considered essential by the administrators in Table IX. One exception is that the administrators find a listing of the sex of the applicant essential, but only two placement offices have sex listed in the personal section. Fourteen placement offices list the height and weight of the applicant, while the administrators find this a less than essential item. Nine placement offices included the number of children as an item, whereas the administrators rank this item the lowest of all in personal information.

One respondent felt it essential to include personal habits even though he realized this would be a very difficult item upon which to receive accurate information.

TABLE IX
 PERSONAL INFORMATION FROM QUESTIONNAIRE RETURN
 OF THIRTY-NINE SUPERINTENDENTS AND PERSONNEL
 DIRECTORS IN THE STATE
 OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
Name	39	0	0	0
Present address and phone	39	0	0	0
Current date of credentials	36	3	0	0
Date of birth	33	5	0	0
Sex	32	7	0	0
Permanent address & phone	30	8	1	0
Physical disability or limitations	29	10	0	0
Health	26	11	0	0
Marital status	24	14	0	0
Military status	22	14	3	0
Height and weight	14	22	3	0
Number of children	13	17	8	0

*Listed in rank order.

III. EDUCATIONAL INFORMATION

Table X, located on page 48, lists the education information from questionnaire return of thirty-nine superintendents and personnel directors in the state of Washington.

The questionnaire results indicate administrators consider high school information of the applicant as less than essential items in the teacher credential, even though currently thirteen placement offices list the high school attended and ten list the date graduated, and there are various different types of high school information listed in different credentials.

The respondents to the questionnaire found a variety of college or university information to be essential in the credential. One item of interest is a desire for a complete transcript to be a part of the credential whereas currently only one placement office includes this item as a part of the credential. One administrator commented that the transcript or a listing of the courses in the applicant's major and minor fields should be included. Van Zwoll believes a transcript is the only reliable part of the credential (25:110).

TABLE X
EDUCATION INFORMATION FROM QUESTIONNAIRE RETURN OF
THIRTY-NINE SUPERINTENDENTS AND PERSONNEL
DIRECTORS IN THE STATE
OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
HIGH SCHOOL				
High school attended	13	18	8	0
Date of graduation	12	20	7	0
Extra-curricular activities	9	27	2	0
High school units by subject area	3	18	16	2
COLLEGE OR UNIVERSITY				
Teaching certificate held or to be received	39	0	0	0
Colleges attended and when	37	1	0	0
Degrees and dates received or to be received	37	1	0	0
Majors and minors	37	2	0	0
Special training such as coaching, library, remedial reading	28	10	0	0
Graduate courses	23	13	1	0
Complete transcript as part of the credential	19	15	3	1
Credits in each course	18	19	1	0
Title of each course	17	21	0	0
Credits in graduate courses	17	20	1	0
Extra-curricular activities and honors	16	21	1	0
Grades in graduate courses	8	25	4	0
Grades in each course	7	29	2	0
Undergraduate grade point average	5	30	2	0
Graduate grade point average	4	30	4	0
Musical instruments played	3	15	18	1

*Listed in rank order

Administrators place a relatively low significance on grades earned in both graduate and undergraduate fields while five placement offices are currently including this information as part of their credentials.

Comments made by administrators regarding education information include that if credits are listed, they should clearly indicate whether they are semester or quarter and that a key is necessary when abbreviation of courses are used. Also mentioned was that a more complete listing in all subject matter fields should be included to aid in better placing of teachers.

IV. POSITION DESIRED BY APPLICANT

Table XI lists the position desired by applicant information from questionnaire return of thirty-nine superintendents and personnel directors in the state of Washington. This information is located on page 50.

There is a high correlation between the current practices of the placement offices and the desires of the administrators on the two high ranked items included in Table XI. It is interesting to note that there is no interest either by administrators or placement offices in including salary information as part of the credential.

TABLE XI

POSITION DESIRED BY APPLICANT INFORMATION FROM
 QUESTIONNAIRE RETURN OF THIRTY-NINE SUPER-
 INTENDENTS AND PERSONNEL DIRECTORS IN
 THE STATE OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
Teaching level preference--subject or grade level. .	36	2	0	0
Other subjects and activities applicant can teach .	27	10	1	0
Lowest salary will accept	6	15	13	3

*List in rank order

V. EXPERIENCE INFORMATION OTHER THAN TEACHING

Table XII, located on page 52, lists the experience information other than teaching from questionnaire return of thirty-nine superintendents and personnel directors in the state of Washington.

Even though a number of experience items appeared quite frequently in the teacher credentials, none were considered essential by the school administrators. The only item given a great deal of consideration was military experience. One respondent did indicate a desire for an item entitled "special abilities." Another desired a list of books read during the past year. It might be concluded that experience information in this category could be de-emphasized in the teacher credential.

TABLE XII

EXPERIENCE INFORMATION OTHER THAN TEACHING FROM QUESTIONNAIRE
 RETURN OF THIRTY-NINE SUPERINTENDENTS AND
 PERSONNEL DIRECTORS IN THE
 STATE OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
Military experience	14	18	4	0
College experiences--offices and clubs	8	26	3	0
Work experience	7	28	2	0
Hobbies	3	29	5	0
Travel	2	32	3	0

*Listed in rank order

VI. PREVIOUS TEACHING EXPERIENCE INFORMATION

There is much agreement between the types of information desired for experienced teachers in Table V, and the types of information desired by administrators as noted in Table XIII which is located on page 54.

The only item in Table XIII found to be considered non-essential is the previous salary of experienced teachers. This is surprising considering the increased mobility of experienced teachers today. It can be noted in Table XIII that three recommendations are considered essential, but this question prompted many comments by administrators. Among them was the feeling that a recommendation is essential from the last position held. Two others considered a recommendation from each position held essential, while still two others felt all available recommendations are essential, and lastly, one felt that the last three years of experience covers the most valuable period of recommendations for experienced teachers.

TABLE XIII
PREVIOUS TEACHING EXPERIENCE INFORMATION FROM
QUESTIONNAIRE RETURN OF THIRTY-NINE
SUPERINTENDENTS AND PERSONNEL
DIRECTORS IN THE STATE
OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
Name, location of schools where previously taught	38	0	0	0
Types of position held--subjects or grades taught	37	1	0	0
Dates of specific experiences . .	33	1	0	0
Previous salary	4	19	8	6
Recommendation or evaluation from:				
Principals	37	2	0	0
Supervisors	27	9	0	0
Superintendents	25	13	0	0
Number of recommendations or evaluations needed:				
Three recommendations . . .	23	2	0	0
Four recommendations . . .	6	13	3	0
Five recommendations . . .	5	10	9	0

*Listed in rank order.

The Alderton survey indicated administrators' references (recommendations) the third most important basis for selecting teachers (25:106). Eastmond reports a 1956 study by the National Education Association which shows that 92 per cent of the administrators used information from references in hiring teachers (7:299-300). Elsbree and Reuther contend letters of recommendation have very low predictive value (8:75-6). It can be concluded that regardless of the degree of reliability, letters of recommendation are viewed as an essential part of the teacher credential.

VII. STUDENT TEACHING ASSIGNMENT

Table XIV, located on page 56, depicts the student teaching assignment information from questionnaire returns.

The two items found essential in Table XIV are included in at least one-half the current teacher credentials of various placement offices in the state of Washington as noted in Table VI. The two items ranked the lowest are a part of the credential in only two placement offices.

One administrator indicated an "S" or "U" grade for student teaching would be useful.

TABLE XIV
STUDENT TEACHING ASSIGNMENT INFORMATION FROM
QUESTIONNAIRE RETURN OF THIRTY-NINE
SUPERINTENDENTS AND PERSONNEL
DIRECTORS IN THE STATE
OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
Subject or grades taught	34	5	0	0
Student teaching name and loca- tion of school	26	13	1	0
Credits and grade for student teaching	13	22	2	1
September experience name and location of school	13	17	6	2

*Listed in rank order.

VIII. BEGINNING TEACHER INFORMATION

Currently only two placement offices are including a candidate page for philosophy or a general statement as was noted in Table VI. This correlates with Table XV, located on page 58, which shows that administrators consider these items as less than essential.

The beginning teacher information shown in Table XV suggests that recommendations or evaluations from college instructors are not essential. Three administrators commented that they placed low value on recommendations from college instructors and they also contended that a grade in a college class does not necessarily indicate a good teaching candidate. One respondent stated an evaluation from the supervisory teacher was the most valid for student teaching, as Table XV would seem to substantiate.

It is not clear whether the number of recommendations considered essential is three or four. More importance seems to be placed on who recommendations come from, rather than the number. One administrator indicated all available recommendations would be needed.

TABLE XV
 BEGINNING TEACHER INFORMATION FROM QUESTIONNAIRE RETURN
 OF THIRTY-NINE SUPERINTENDENTS AND PERSONNEL
 DIRECTORS IN THE STATE OF
 WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
CANDIDATE PAGE:				
General Statement	6	23	8	0
Philosophy of education	3	17	17	0
RECOMMENDATION OR EVALUATION FROM:				
Supervisory teacher	33	4	0	0
Principal where student teaching.	24	11	0	0
College supervisor	21	16	1	0
College instructor	7	26	4	0
NUMBER OF RECOMMENDATIONS OR EVAL- UATIONS NEEDED FOR BEGINNING TEACHERS				
Three recommendations	15	4	1	0
Five recommendations	12	8	7	0
Four recommendations	11	12	1	0

*Listed in rank order.

IX. CHECK-LIST EVALUATION FOR BEGINNING TEACHERS

Twenty-nine administrators of the thirty-three that responded to the question indicated a check-list evaluation for beginning teachers was desirable. Eight placement offices currently employ this practice. One administrator noted that the check-list was desirable, but a statement was essential. One respondent noted the check-lists as shown in Tables XVI and XVII were much too long in his opinion. Tables XVI and XVII are located on pages 60 and 62, respectively.

One administrator indicated the evaluation should be included only as the request of the teacher, both beginning and experienced.

Although Beggs contends the ability to extemporize in the classroom is the most important outgrowth of modern teacher education, the item was rated as non-essential by the administrators in Tables XVI and XVII (3:105). Ryans had isolated friendly, warmth and understanding as measurable teacher characteristics (25:382). Administrators did relate these items as essential.

Although lesson planning in Table VII was ranked high by placement offices, it was considered questionable in Table XVI. The administrators found most of the items presented in the check-list as essential.

TABLE XVI

CHECK-LIST EVALUATION FOR BEGINNING TEACHERS INFORMATION
FROM QUESTIONNAIRE RETURN OF THIRTY-NINE
SUPERINTENDENTS AND PERSONNEL
DIRECTORS IN THE STATE
OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
NUMBER OF RATING CHOICES MOST VALID:				
Five	16	3	2	0
Four	9	8	1	0
Three	2	5	0	1
Ten	1	3	5	0
SPECIFIC CHECK-LIST ITEMS FOR BEGIN- NING TEACHERS:				
Dependability	34	2	0	0
Cooperation	32	4	0	0
Attitude	32	3	0	0
Initiative	29	6	0	0
Enthusiasm for teaching	28	6	0	1
Classroom organization	27	8	0	0
Reaction to suggestions	27	7	0	0
Pupil reaction	26	10	0	0
Provide for individual differences	25	10	0	0
Promise of growth	24	10	0	0
Friendly, warmth, understanding .	24	9	0	0
General appearance	23	13	0	0
Health	23	12	0	0
Poise	21	13	0	0
Speech	20	14	1	0
Leadership ability	18	15	1	0
General educational background .	18	14	1	0
Use of instructional materials .	17	18	0	0
Lesson plan preparation	17	18	0	0
Reasonable standards of evaluation	12	21	0	0
Ability to extemporize	8	22	3	0

*Listed in rank order.

Three additional items were suggested by different persons: (1) participation in school and community activities; (2) would you hire this teacher; and (3) would you send your own children to this teacher?

X. CHECK-LIST EVALUATION FOR EXPERIENCED TEACHERS

Table XVII, located on page 62, displays the check-list evaluation information for experienced teachers.

Items that are common to Tables XVI and XVII show a very high correlation. Rarely are these items ranked more than one or two spaces differently than in the other table. The two tables indicate that rather similar information is desired for both experienced and inexperienced teachers. Table XVII, as was the case with Table XVI, was felt to be desirable information to be included in the teacher credential. There were twenty-eight votes "YES" and four votes "NO."

The only administrator comment was the addition of the item "would you hire this teacher" and "would you send your children to this teacher?"

TABLE XVII
CHECK-LIST EVALUATION FOR EXPERIENCED TEACHERS INFORMATION
FROM QUESTIONNAIRE RETURN OF THIRTY-NINE
SUPERINTENDENTS AND PERSONNEL
DIRECTORS IN THE STATE
OF WASHINGTON

Item	Essen- tial*	Desir- able	Little Impor- tance	No Impor- tance
NUMBER OF RATING CHOICES MOST VALID:				
Five	14	5	1	0
Four	11	5	1	0
Three	4	5	0	1
Ten	2	3	4	0
SPECIFIC CHECK-LIST ITEMS FOR EXPERIENCED TEACHERS				
Cooperation	31	4	0	0
Dependability	30	5	0	0
General teaching skill	29	4	0	0
Judgement	29	4	0	0
Favorable influence over attitudes and behavior of students	28	4	0	0
Has good subject-matter background	27	6	0	0
Initiative	28	6	0	0
Has good teaching methods	27	5	0	0
Has enthusiasm for assigned tasks	23	11	0	0
Health	23	11	0	0
Poise	22	10	1	0
Friendly, warmth, understanding .	22	13	0	0
General appearance	22	13	0	0
Speech	21	13	0	0
Adapts to new situations	20	11	0	0
Teacher growth in skills, manage- ment and teaching	20	9	1	0
Space for general remarks	20	6	0	0
Has leadership ability	17	16	0	0
Participates in community activities effectively	14	17	2	0
Participates in professional activities effectively	12	22	0	0
Competent in directing extra- curricular activities	12	21	0	0
Ability to extemporize in classroom	9	22	0	0

*Listed in rank order.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

I. SUMMARY

Superintendents and personnel directors involved in hiring certified personnel turn to the teacher credential as a vital source of information. Currently, there is a great deal of difference in the information included in the credential depending upon which placement office prepared the document. This research study has attempted to establish the types of information that would be most beneficial to superintendents and personnel directors in their efforts to secure qualified personnel.

The literature which was found related to teacher placement and other criteria considered important in the employment of teachers was placed in the following categories: (1) teacher placement practices, from its inception until the present, including the reliability of current information, current sources of information about teachers and present methods of recruiting teachers; (2) the factors that affect teacher selection, such as the shortage of teachers and current information about marginal teachers; (3) a survey of administrators made in 1958 which indicated the types of information it desired about teachers; (4) factors which influence teacher

effectiveness, including the current status of teacher evaluation, personal traits of teachers and personality factors in teaching and (5) a possible future concept of the role of the teacher. An analysis of the literature indicated a definite need for more meaningful information to be developed for teacher selection.

A sample of current teacher credentials, as they might be sent to a hiring school district, was requested by letter (Appendix A) from each of the fifteen college and university placement offices in the state of Washington. All responded with a representative sample. The analysis was made by ranking the information in tables based on the following categories: (1) Credential Jacket and Cover Information; (2) Personal Information; (3) Educational Information; (4) Position Desired by the Applicant; (5) Experiences Other Than Teaching; (6) Previous Teaching Experience; (7) Beginning Teacher Information; (8) Check-list Evaluation for Experienced Teachers and (9) Check-list Evaluation for Beginning Teachers. A wide variation was found in the amount and types of information in the different credentials.

The next step was to send a cover letter (Appendix B) and a questionnaire (Appendix C) to fifty randomly selected superintendents and personnel directors in the

schools of the state of Washington. The questionnaire was structured basically around the same categories found in the survey of current teacher credentials and contained questions derived from the analysis of current teacher credentials and available literature on the subject. Thirty-nine administrators, a 78 per cent response, completed the questionnaire, and the results were arranged in tables in rank order based on the number of responses to the column entitled "Essential."

The results of this questionnaire, an analysis of current teacher credentials, and generalizations from available literature on the subject form the basis for the following conclusions and the recommended, revised teacher credential.

II. CONCLUSIONS

The conclusions made on this study are based on the first three hypotheses, as stated in Chapter I.

The first hypothesis states:

1. School superintendents and personnel directors give greater importance to certain types of credential information.

This proved correct, as they specified the particular personal, educational and professional items they considered essential in the teacher credential. Specific

items can be noted in the tables in Chapter IV. They indicated, for example, a complete transcript of the scholastic record of the teacher should be a part of the credential. Should this be impossible, at least a list of all courses taken and credits earned should be included. Recommendations from the supervising teacher in student teaching are considered most useful for the beginning teacher. Conversely, they did not consider it essential to include a general statement or a statement of philosophy written by beginning teachers as a part of the teacher credential.

The second hypothesis was stated as follows:

2. School superintendents are concerned and would like certain changes in types and amounts of information furnished in present teacher credentials.

This was shown to be correct, as thirty-six administrators indicated the credentials could be improved, while only one indicated to the contrary. Specific personal items considered essential were:

1. Name
2. Present address and phone
3. Current date of credentials
4. Date of birth
5. Sex
6. Permanent address and phone

7. Physical disability or limitations
8. Health
9. Marital status
10. Military status

It can be noted a number of personal items currently included in the teacher credentials (Table I) are not found in the above list. This indicates a desire for change in the amount of personal information.

The following educational information was indicated as a necessary part of the teacher credential:

1. High school attended and dates attended
2. Teaching certificate held or to be held
3. Colleges and universities attended and dates attended
4. Degrees earned or to be received and dates issued
5. Names of majors and minors
6. Specialized training, such as coaching, library, and remedial reading
7. Extra-curricular activities and honors
8. Transcript or list of courses

The above list is much shorter than current educational information normally included in teacher credentials (Table II). The superintendents and personnel directors would prefer having an exposed index-system separating each section of the teacher credential. The

administrators slightly favored a teacher credential being printed on 8½ x 11 inch paper, but more important seems to be a consistent size by all placement offices. The administrators indicated the subject or level the applicant prefers to teach and any special activity preference are an essential part of the teacher credential.

The third hypothesis stated:

3. School superintendents and personnel directors believe credentials for experienced teachers are inadequate for the purposes of useful evaluation of personal and professional qualifications.

The third hypothesis was proven to be in error since there was not sufficient evidence that useful evaluation of personal and professional qualifications are inadequate.

The questionnaire results indicate a refinement of current personal information is needed, rather than the current personal information is inadequate. The administrators indicated changes in recommendations could be improved by including a check-list system for evaluation for both experienced and inexperienced teachers, in addition to a space for a general statement about the applicant. The superintendents and personnel directors have mixed feelings about whether or not credentials for experienced teachers are kept up to date. This writer suggests that there is need for more evidence to support the idea that teacher credentials need to be kept more current.

III. RECOMMENDATIONS

The fourth hypothesis, as presented in Chapter I, stated the following assertion:

4. A more meaningful teacher credential can be produced.

It is the opinion of this writer that the fourth hypothesis proves to be correct based on the following structure and items to be included in a revised teacher credential. These recommendations are based on the results of the questionnaire, a survey of current teacher credentials, and an analysis of the literature on the subject.

Cover and General Structure of the Credential

The credential should be printed on paper size 8½ x 11 inches. The cover should be neat and attractive and include the following information: the name of the institution, a statement indicating the credentials are confidential, a statement regarding the return of the credentials, the return address of the placement office, and the name of the applicant. The credential should be structured to include an exposed index system to indicate each section of the credential. Care must be taken to reproduce credential information in a neat manner.

The following items are recommended to be included in a revised teacher credential.

Personal Information in the Credential

- A. Name
- B. Present address and phone
- C. Permanent address and phone
- D. Current date of credential
- E. Date of birth
- F. Sex
- G. Health
- H. Physical disability or limitations
- I. Marital status
- J. Military status
- K. Military experience

Educational Information in the Credential

- A. High school attended and date graduated
- B. Colleges attended and when
- C. Degrees and dates received or to be received
- D. Teaching certificate held or to be received
- E. Majors and minors
- F. Special training, such as coaching, library, remedial reading

- G. Complete transcript--should this be impossible, the title of all courses taken and credits earned
- H. Extra-curricular activities and honors

Position Desired By Applicant

- A. Teaching level preference--subject or grade level
- B. Other subjects or activities applicant can teach

Previous Teaching Experience Information

- A. Name and location of schools where previously taught
- B. Types of positions held--subjects or grades taught
- C. Dates of specific experiences
- D. Recommendations or evaluations should come from principals, supervisors, or superintendents, depending upon who actually observed the teacher.
- E. There should be a minimum of three recommendations with additions made each time there is a change in assignment or school. Should the teacher remain at the same assignment over a long period of time, periodic updating of the recommendations should be encouraged.

Beginning Teacher Information

- A. Subject or grades taught by student teacher
- B. Name of school, location and date where student taught

- C. A minimum of three recommendations or evaluations should be used. They should be from supervising teacher, principal where student taught, and college supervisor.

Check-list Evaluation for Beginning Teachers

Ample space should be allowed at the bottom of the check-list for a general statement. Five rating choices should be used to respond to each check-list item. This writer recommends the use of the following choices:

superior, good, average, poor, unacceptable.

The specific check-list items are as follows:

- A. Dependability
- B. Cooperation
- C. General appearance
- D. Attitude
- E. Initiative
- F. Health
- G. Poise
- H. Speech
- I. Leadership ability
- J. Pupil reaction
- K. Enthusiasm for teaching
- L. Classroom organization
- M. Reaction to suggestions
- N. Provides for individual differences

- O. Friendly, warm, understanding
- P. General educational background
- Q. Use of instructional materials
- R. Lesson plan preparation
- S. Promise of growth

Check-list Evaluation For Experienced Teachers

Ample space should be allowed at the bottom of the check-list for a general statement. Five rating choices should be used to respond to each check-list item. This writer recommends the use of the following choices:

superior, good, average, poor, unacceptable.

The specific check-list items recommended are as follows:

- A. Dependability
- B. Cooperation
- C. General Appearance
- D. Judgement
- E. Initiative
- F. Health
- G. Poise
- H. Speech
- I. Leadership
- J. Influence over attitude and behavior of students

- K. Enthusiasm for assigned tasks
- L. Teaching methods
- M. Adapts to new situations
- N. General teaching skill
- O. Friendly, warm, understanding
- P. Subject-matter background
- Q. Growth in skills, management and teaching

At the present time there is a great deal of variation in the types and amount of information in the teacher credentials in the state of Washington. It would be hoped that greater uniformity in the format and types of information presented in a teacher credential could be developed in the near future.

Research is also needed to establish those types of teacher characteristics prevalent in a good teacher. Additional research could possibly bring results which would help alleviate the subjectivity which is presently involved in the selection of teachers.

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APPENDIX A

Box 557 - North Hall
Central Washington State College
Ellensburg, Washington
January 15, 1966

Dear

I am a graduate student at Central Washington State College doing research towards my Master's Degree on available teacher credentials in the state of Washington.

Part of the research project includes an analysis of current teacher credentials as they are sent out from the placement offices of teacher training institutions in the state of Washington, to superintendents and personnel directors in the public schools.

It would be greatly appreciated if you would send a copy of a sample credential either fictionally completed or blank, as it might be received by a superintendent or personnel director. The credentials will be analyzed in terms of the types of personal and professional information currently being sought by placement offices. The compiled information, along with other available research, will be used to prepare a questionnaire which will be sent to superintendents and personnel directors in order to ascertain the types of information they most desire in the teacher credential. Hopefully the results will be useable in suggesting any necessary improvements in present credentials.

Should you have any questions, comments, or suggestions, they would be welcome.

Sincerely,

Dale Johnson

☐ Please check here if you would like a summary of the research project.

APPENDIX B

CENTRAL WASHINGTON STATE COLLEGE

DEPARTMENT OF EDUCATION

82
ELLENSBURG, WASHINGTON

98926

March 11, 1966

Dear

I am a graduate student at Central Washington State College doing research towards my Master's Degree on the types of information included in teacher's credentials, as presently sent from the placement offices in colleges and universities in the state of Washington.

My research project also includes sending the attached questionnaire to superintendents and personnel directors in an effort to ascertain the types of information most desired in teacher credentials. A summary of the findings will be mailed to all placement offices in the state of Washington.

The questionnaire has been structured to consume no more than 5 - 10 minutes of your time. Hopefully, it will result in teacher credentials which best meet your needs.

This research project has been sanctioned by Dr. Ed Erickson, Dr. Gerald Moulton, and Mr. Erling Oakland, Placement Office Director, at Central Washington State College. We have checked with Mort Johnson of SIRS and this research does not duplicate any studies completed or planned.

Thank you for your cooperation.

Sincerely,

Dale Johnson
Central Washington State College

☐ If you would like a copy of the results, please check here.

APPENDIX C

QUESTIONNAIRE

TEACHER CREDENTIAL INFORMATION AND FORMAT

Please consider, in answering the following questions, the types of information you most desire in a teacher's credential which would assist you in evaluating a candidate.

I. GENERAL CREDENTIAL INFORMATION

Directions: The following questions should be answered 'YES' or 'NO'.

Please circle your desired answer.

- | | | |
|---|-----|----|
| 1. The teacher credentials, sent out by the placement offices of colleges and universities in the state of Washington, could be improved. | YES | NO |
| 2. The credential should be printed on paper 8 1/2" by 11". | YES | NO |
| 3. The credential should be printed on paper 8 1/2" by 7". | YES | NO |
| 4. An exposed index system for each section of the credential would save time in locating information. | YES | NO |
| 5. The credentials of experienced teachers are being kept current by placement offices. | YES | NO |

II. PERSONAL INFORMATION IN THE CREDENTIAL

Directions: If you feel an item is essential, circle 3; if the item is desirable, but not essential, circle 2; should the item be of little importance, circle 1; if the item is of no importance and should not be included, circle 0.

PERSONAL

	Essential	Desirable	Little importance	No importance
1. Name	3	2	1	0
2. Date of birth	3	2	1	0
3. Sex	3	2	1	0
4. Height and weight	3	2	1	0
5. Health	3	2	1	0
6. Physical disability or limitations	3	2	1	0
7. Current date of credentials	3	2	1	0
8. Present address and phone	3	2	1	0
9. Permanent address and phone	3	2	1	0
10. Marital status	3	2	1	0
11. Number of children	3	2	1	0
12. Military status	3	2	1	0
13. List others _____	3	2	1	0
14. _____	3	2	1	0

III. EDUCATIONAL INFORMATION IN THE CREDENTIALHIGH SCHOOL

1. High school attended	3	2	1	0
2. Date of graduation	3	2	1	0
3. High school units by subject area	3	2	1	0
4. Extra-curricular activities	3	2	1	0
5. List others _____	3	2	1	0
6. _____	3	2	1	0

COLLEGE OR UNIVERSITY

7. Colleges attended and when	3	2	1	0
8. Degrees and dates received or to be received	3	2	1	0
9. Teaching certificate held or to be received	3	2	1	0
10. Extra-curricular activities and honors	3	2	1	0
11. Majors and minors	3	2	1	0
12. Title of courses	3	2	1	0

Essential
Desirable
Little importance
No importance

13. Credits in each course	3	2	1	0
14. Grades in each course	3	2	1	0
15. Special training such as coaching, library, remedial reading	3	2	1	0
16. Graduate courses	3	2	1	0
17. Credits in graduate courses	3	2	1	0
18. Grades in graduate courses	3	2	1	0
19. Undergraduate grade point average	3	2	1	0
20. Graduate grade point average	3	2	1	0
21. Complete transcript as part of the credential	3	2	1	0
22. Musical instruments played	3	2	1	0
23. List others _____	3	2	1	0
24. _____	3	2	1	0

IV. POSITION DESIRED BY APPLICANT

1. Teaching level preference - subject or grade level . .	3	2	1	0
2. Other subjects and activities applicant can teach . .	3	2	1	0
3. Lowest salary will accept	3	2	1	0
4. List others _____	3	2	1	0
5. _____	3	2	1	0

V. EXPERIENCE INFORMATION OTHER THAN TEACHING (for both experienced and beginning teachers)

1. College experiences - offices and clubs	3	2	1	0
2. Work experience	3	2	1	0
3. Military experience	3	2	1	0
4. Travel	3	2	1	0
5. Hobbies	3	2	1	0
6. List others _____	3	2	1	0
7. _____	3	2	1	0

VI. PREVIOUS TEACHING EXPERIENCE SECTION

	Essential	Desirable	Little importance	No importance
1. Name, location of schools where previously taught . .	3	2	1	0
2. Type of position held - subjects or grades taught . .	3	2	1	0
3. Dates of specific experiences	3	2	1	0
4. Previous salary	3	2	1	0
5. Recommendation or evaluation from:				
A. Principals	3	2	1	0
B. Supervisors	3	2	1	0
C. Superintendents	3	2	1	0
D. List other _____	3	2	1	0
6. Number of recommendations or evaluations needed for <u>experienced</u> teachers:				
A. Three recommendations	3	2	1	0
B. Four recommendations	3	2	1	0
C. Five recommendations	3	2	1	0
D. List other _____	3	2	1	0
7. List others _____	3	2	1	0
8. _____	3	2	1	0

VII. STUDENT TEACHING ASSIGNMENT

1. September experience - name and location of school. .	3	2	1	0
2. Student teaching - name and location of school. . . .	3	2	1	0
3. Subject or grades taught	3	2	1	0
4. Credits and grade for student teaching	3	2	1	0
5. List other _____	3	2	1	0

VIII. BEGINNING TEACHER INFORMATION

Essential
Desirable
Little importance
No importance

1. Candidate page:

A. Philosophy of education	3	2	1	0
B. General statement	3	2	1	0

2. Recommendation or evaluation from:

A. Supervising teacher	3	2	1	0
B. College supervisor	3	2	1	0
C. Principal where student teaching	3	2	1	0
D. College instructors	3	2	1	0
E. List other _____	3	2	1	0

3. Number of recommendations or evaluations needed for beginning teachers:

A. Three recommendations	3	2	1	0
B. Four recommendations	3	2	1	0
C. Five recommendations	3	2	1	0
D. List other _____	3	2	1	0

Directions for sections IX and X: On the remaining pages you will find two sections relating to the inclusion of check-lists in the credentials; the first for beginning teachers and the second for experienced teachers. If you If you feel that such check-lists would be a valuable part of teacher credentials please circle the appropriate number after each item that might be included in such check-lists.

IX. CHECK - LIST EVALUATIONS FOR BEGINNING TEACHERS

- I feel a check - list evaluation form for beginning teachers with space for additional remarks would be useful. (If answer is 'YES', please answer remainder of section IX.) Please circle.

YES NO

	Essential	Desirable	Little importance	No importance
2. Number of rating choices most valid (Example: Superior, good, fair, poor).				
A. Three	3	2	1	0
B. Four	3	2	1	0
C. Five	3	2	1	0
D. Ten	3	2	1	0
E. List other _____	3	2	1	0

SPECIFIC CHECK - LIST ITEMS FOR BEGINNING TEACHERS

3. General appearance	3	2	1	0
4. Health	3	2	1	0
5. Initiative	3	2	1	0
6. Poise	3	2	1	0
7. Cooperation	3	2	1	0
8. Dependability	3	2	1	0
9. Speech	3	2	1	0
10. Enthusiasm for teaching	3	2	1	0
11. Friendly, warmth, understanding.	3	2	1	0
12. General educational background	3	2	1	0
13. Classroom organization	3	2	1	0
14. Lesson plan preparation	3	2	1	0
15. Ability to extemporize in classroom	3	2	1	0
16. Provide for individual differences	3	2	1	0
17. Use of instructional material	3	2	1	0
18. Leadership ability	3	2	1	0
19. Attitude	3	2	1	0
20. Pupil reaction	3	2	1	0
21. Reasonable standards of evaluation	3	2	1	0
22. Reaction to suggestions	3	2	1	0
23. Promise of growth	3	2	1	0
24. List others _____	3	2	1	0
25. _____	3	2	1	0

X. CHECK - LIST EVALUATION FOR EXPERIENCED TEACHERS

Essential
Desirable
Little importance
No importance

1. I feel a check - list evaluation form for experienced teachers with space for additional remarks would be useful.

(If answer is 'YES', please answer remainder of section IX).

Please circle.

YES NO

2. Number of rating choices most valid (Example: superior, good, fair, poor).

A. Three	3	2	1	0
B. Four	3	2	1	0
C. Five	3	2	1	0
D. Ten	3	2	1	0
E. List other _____	3	2	1	0

SPECIFIC CHECK - LIST ITEMS FOR EXPERIENCED TEACHERS

3. General appearance	3	2	1	0
4. Health	3	2	1	0
5. Initiative	3	2	1	0
6. Poise	3	2	1	0
7. Judgment	3	2	1	0
8. Cooperation	3	2	1	0
9. Dependability	3	2	1	0
10. Speech	3	2	1	0
11. Friendly, warmth, understanding	3	2	1	0
12. Participate in community activities effectively	3	2	1	0
13. Adapts to new situations	3	2	1	0
14. Has leadership ability	3	2	1	0
15. Has enthusiasm for assigned tasks	3	2	1	0
16. Participates in professional activities effectively	3	2	1	0
17. Has good teaching methods	3	2	1	0
18. Has good subject - matter background	3	2	1	0
19. General teaching skill	3	2	1	0

	Essential	Desirable	Little importance	No importance
20. Ability to extemporize in classroom	3	2	1	0
21. Favorable influence over attitudes and behavior of students	3	2	1	0
22. Competent in directing extra - curricular activities.	3	2	1	0
23. Teacher growth - in skills, management and teaching .	3	2	1	0
24. Space for general remarks	3	2	1	0
25. List others _____	3	2	1	0
26. _____	3	2	1	0

General Comments on Strengths and Weaknesses of Teacher Credentials: